

Mark Scheme (Revised)

June 2008

GCE

GCE History (6523)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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General Instructions on Marking

Principles of Assessment

Examiners are encouraged to exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

Marking of Questions

(a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (e.g. by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit. Analytical links indicated in such a way in a final hurried part of an answer should be given credit.

Where one word or single phrase answer is appropriate to answer a sub-question, candidates should not be penalised for using note form. If you encounter the use of note form in a sub-question which requires extended writing, treat it on its merits. Unintelligible or flimsy notes will deserve little, if any, credit. If an answer consists of notes which are full and readily intelligible, award it the appropriate conceptual level but go to the bottom end of that level.

Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

Quality of written communication

The marking of the quality of written communication is embedded within the levels of response of some questions. It forms one of the considerations for deciding reward within a level.

Deciding on the mark point within a level

1. The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at level four, would not by itself merit a level four award - but it would be evidence to support a high L3 award - unless there were also substantial weaknesses in other areas.
2. Where the mark range for a level exceeds 5, the level has been divided into 3 sub-bands, high mid and low. To decide which sub band to award within a level the following factors should be taken into account:
 - the range and depth of coverage of issues
 - the amount and accuracy of supporting information
 - the consistency with which the standard is maintained throughout the work.

In each case, the mid point of the mid mark band should be considered first and any move up or down from that should only be made if there is evidence in the work to support such a move. A move from the key mark point in a sub-band will be justified if the work has qualities to be considered for the next band up or down.

3. Assessing quality of written communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid level two criteria but fits the level three QoWC descriptors, it will require a move from the key mark point. In that case the quality of written communication will raise the award of marks to the top of the mid level two sub-band. In the case of a borderline candidate, QoWC inconsistent with the 'history' level will raise or lower the candidate into the next sub-band. In exceptional circumstances, *i.e.* where the quality of written communication is clearly better, or worse, than that indicated in the main generic mark scheme by more than one overall level, a larger downward or upward adjustment might be justified, across sub-levels or even *into the next level down or up, where the candidate has first been placed in the low or high band of a level.*

Unit 3 (6523) Mark Scheme

Generic Level Descriptors

Awarding marks at key mark points and within level sub-bands

- Level descriptors provide the first stage of assessment, i.e. deciding on the appropriate level.
- Using the level descriptions for each question, decide first on the level into which any given response falls.
- If the response is clearly within a particular level, go to the key mark point, of the mid band.
- Work up or down from the key mark point according to:
 - the range and depth of coverage
 - amount and accuracy of supporting information
 - the consistency with which the standards are maintained
 - the quality of written communication.
- If the answer is perceived as being of a higher or lower standard than would be expected for a mid-point response, always go first to the key mark point of the high or low band relevant to the level.
- Reserve the bottom mark of each band for the border line responses.

(a) Target: Analysis of key issues (AO1a and AO1b)

(20)

Level	Band	Key Mark Point
Level 1 (1-6 marks)	Low (1-2 marks)	2
	Mid (3-4 marks)	4
	High (5-6 marks)	6
Level 2 (7-16 marks)	Low (7-9 marks)	8
	Mid (10-12 marks)	11
	High (13-16 marks)	15
Level 3 (17-20 marks)	No Bands	19

Level Descriptors provide the first stage of assessment, i.e. deciding on the appropriate level. The bottom mark is designated as a borderline mark - if in doubt between the levels award the bottom marks of the higher level.

Level 1 Simple Statements

Simple statements giving information about the topic indicated by the question. Material will be partial but relevant, and there will be some accurate reference. Writing will be simple and comprehensible. There may be some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.

(1-6)

Level 2 Developed statements
 Developed statements giving information in some detail about the topic indicated by the question. Material will be selected for its relevance to the question, but links and significance may be implicit rather than explicit as in L3. For low marks within the range, brief or generalised development may be offered, but for 10 marks and above there will be some precise exemplification. The range of material offered may also be limited to two or three relevant statements depending on the extent to which they are developed. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure. (7-16)

Level 3 Developed explanation
 Developed explanation of aspects and elements of a situation as indicated by the question. At this level, material should be detailed and candidates should be able to draw out the implications of the material they are selecting, i.e. to indicate reasons for its selection and establish its relationship to the question and/or to other elements in the situation. Range will be reasonable (at least two or three statements depending on depth of support) but a 'balanced' response cannot be demanded in the time allowed. Writing will show some degree of both control and direction, but these attributes may not be maintained throughout the answer. Meaning will be conveyed serviceably, although some syntactical and/or spelling errors may be found. (17-20)

(b) Target: AO1a and AO1b: Reaching a judgement (40)

Level	Band	Key Mark Point
Level 1 (1-8 marks)	Low (1-3 marks)	2
	Mid (4-6 marks)	5
	High (7-8 marks)	8
Level 2 (9-20 marks)	Low (9-13 marks)	11
	Mid (14-17 marks)	15
	High (18-20 marks)	19
Level 3 (21-35 marks)	Low (21-25 marks)	23
	Mid (26-30 marks)	28
	High (31-35 marks)	33
Level 4 (36-40 marks)	No bands	39

Level Descriptors provide the first stage of assessment, i.e. deciding on the appropriate level. The bottom mark is designated as a borderline mark - if in doubt between the levels award the bottom marks of the higher level.

Level 1	Simple Statements Simple statements about the topic indicated by the question. The treatment is likely to be generalised, material will be partial but there will be some accurate reference. Writing will be simple and comprehensible. There may be some evidence of basic organisation. Frequent syntactical and spelling errors are likely to be found.	(1-8)
Level 2	Developed statements Developed statements, which offer predominantly accurate material about the topic indicated by the question. At this level, analysis will be implicit rather than fully expressed. For low marks within the level the supporting material may be generalised, but at 13 marks and above there will be some accurate exemplification. Writing will begin to show some coherence and organisation, but may be disjointed and poorly organised overall. Spelling and syntax will be generally secure.	(9-20)
Level 3	Developed explanation Developed explanation to support the judgment invited by the question. The evidence selected should be accurate and reasonably precise and detailed, and arguments should be adequately supported. The response will offer reasonable range as well as depth but coverage of issues and events cannot be exhaustive in the time allowed. High marks within the level require coverage of major elements of the situation, i.e. a balanced response, but candidates should not be penalised for failing to cover a particular factor unless it is clearly central to the question. Analysis will predominate over narrative but there may be periodic loss of focus. Progression within the level will be defined by both range/depth of material and the extent to which analytical links are developed in the process of making the invited judgement. Writing will show some degree of both control and direction, but these attributes may not be maintained throughout the answer. Meaning will be conveyed serviceably, although some syntactical and/or spelling errors may be found.	(21-35)
Level 4	Sustained argument Sustained argument, which focuses exclusively on evaluation and judgment and which supports the arguments made with detailed and precisely selected information. As at Level 3, expect both range and depth, with all main factors considered, but coverage cannot be exhaustive. Writing will be controlled and coherent, although some stylistic misjudgements may be found. However, the candidate who can analyse historical phenomena of some complexity will also be able to convey that analysis in logical, well-structured ways. Occasional syntactical and / or spelling errors may be found.	(36-40)

6523A - Paper 3A Mark Scheme
Religion and Monarchy in Tudor and Stuart Times

Option I - A Very English Reformation: the Church and Henry VIII, 1529-47

Question Number	Indicative Content	Mark
1.(a)	This question invites candidates to analyse the motives of the Reformation Parliament. General descriptions of its work, even those which respect the time-frame of 1529 - 36, will face a ceiling of low Level 2. Secure Level 2 marks will be awarded for specific anticlerical sentiment linked to measures (and preferably dates). High Level 2 and Level 3 marks will be reserved for at least three clearly stated reasons. They are likely to include management by Henry VIII and his agents using financial and political inducements (with reference to Praemunire and the effects on Convocation), pressure on the Pope related to the royal divorce and the growing influence of Cromwell, and the fear factor. The best answers might note the absence of a masterplan and the limited sittings of Parliament (amounting to 484 days only in six and a half years).	20

Question Number	Indicative Content	Mark
1.(b)	This question invites candidates to analyse the impact of the religious changes of the Henrician Reformation on the English people and to make and support a historical judgement on the extent of those changes. General description of religious change without clear focus on continuity and change will remain in low Level 2. Secure Level 2 and low Level 3 will be awarded for appreciation of the measures of a “top-down” Reformation along with some attempt to gauge the popular effects of the actions of central government. A range of approaches and arguments will throw light on changing “beliefs and practices” and will be rewarded with secure Level 3 and Level 4 depending on scope and support. Here a “bottom-up” analysis will be fruitful. It will identify adaptation by a population as a whole hoping to escape persecution; against a background of a waning Catholic Church under attack on a European scale by ideas reaching England in imported literature; and producing a rise in Bible study notably among urban elites. More precise evidence can be cited from the loss of monasteries and the decline in pilgrimages and the endowment of shrines, along with specific instances of the diminution of the power and status as a consequence of royal action . Notably the end of the Church’s independent legal system, loss of prestige by the hierarchy and the loss of an ecclesiastical majority in the Lords. The best candidates will express caution and reservation at changes small in scale and limited in geographical extent, and the paucity of active Lutherans mistrusted by the King and the Church. They might also raise the question of whether Henry VIII was actually moving the Church of England towards Protestantism in the closing years by examining moves to end Mass and to close chantries, and to have a litany in English. And perhaps include what Henry did NOT do, as in his continued support for purgatory. At Level 4 there will be clear debate around the issues of continuity and change and a weighing of evidence in order to elucidate “how far”.	40

Question Number	Indicative Content	Mark
2.(a)	<p>This question invites candidates to identify and comment on religious changes within a short and specific but crucial period of 1536 - 38. At low Level 2 candidates will write generally and narrowly, probably focusing on the Dissolution of the Monasteries. More fruitful Level 2 work will identify the Ten Articles of 1536 as a first definition of doctrine of the new church. Strong Level 2 and Level 3 answers will focus on at least three clear points of difference, probably the assertion of royal authority, the purification of the Church (inclusive of dissolutions), and the search for a middle way of "unity and concord" between Catholicism and Lutheranism. High Level 3 work will note the ambiguity (and even contradiction) of ensuring continuity and limiting "Protestant" elements, notably justification by faith, alongside the necessity of charity for salvation; endorsement of the traditional Mass alongside no transubstantiation; masses for the departed alongside no "popish purgatory"; only three sacraments yet the other four not specifically rejected. The best answers will note an uneasy compromise and the Protestant element appearing more radical because of the contemporaneous dissolutions.</p>	20

Question Number	Indicative Content	Mark
2.(b)	<p>This question invites candidates to analyse the weakness of opposition to the religious changes of the 1530s and to make and support a judgement on the role in this of royal brutality. At Level 2 candidates will write generally about the "opposition" to religious change and progress through the Level will depend on the range and detail - Catherine of Aragon, the Nun of Kent, Bishop John Fisher, Thomas More, Observant Franciscans and Carthusians, the Lincolnshire Rebellion and the Pilgrimage of Grace. Low Level 3 answers will address "ineffective", however implicitly, but secure Level 3 will focus on the responsibility for failure of Henry VIII whose ferocious response to opposition was remarkable. High Level 3 and above answers will be structured around "brutality" and weigh this factor against other forces at play, namely the divisions within and the weakness of the opposition itself. Evidence of brutality can be found in the ruthless disposal of ministers and nobles who crossed him or no longer suited his purposes e.g. More, in the treatment of the Nun and the Franciscans, and in the ferocity meted out to rebels. A less overt and more cunning, but nonetheless "brutal" approach of the King might be found in the use of the Treason Act and the Royal Supremacy in the Dissolutions and in getting servants to take the blame before their destruction. The best answers might reflect on the application of the term "brutality" in the context of the times and will weigh the relative importance of the interlocking forces before reaching a judgement.</p>	40

Option II - Crown, Parliament and Conflict in Early Stuart England, 1603-29

Question Number	Indicative Content	Mark
3.(a)	This question invites candidates to analyse the chiefly negative consequences of this event in 1604. General description of the proceedings of the Hampton Court Conference will face a ceiling of low Level 2. More secure Level 2 will identify (hopefully with reference to the Millenary Petition of 1603) the points at issue - ceremony, pluralism, the quality of the clergy and the question of a preaching ministry - and show what resolution was achieved. Top Level 2 and Level 3 answers will show how decisions impacted on religion to 1614 and how agreement on the need for a new Bible (Authorised in 1611) led to the most important result of the Conference. The best answers will analyse the bigger picture and demonstrate that the rejection of most of the Puritans' demands by James I and Parliament's failure to change the episcopacy and the prayer book and to legislate on excommunication or to address Church poverty left Puritans dissatisfied. And James was equally suspicious of Puritans, with all that this implied for religious harmony in these years. The king's resentment of petitioning and "No bishop, no king" formula when Presbyterianism was mentioned, and the use of Bancroft to enforce uniformity and of Convocation to attack Puritan lecturers (although less severe under Abbott after 1610) are relevant to "consequences...for religion" at high Level 3, and here local differences are also capable of identification.	20

Question Number	Indicative Content	Mark
3.(b)	This question invites candidates to make and support a judgement on the degree to which James I's "difficulties" were the consequence of ill-chosen advisers. At Level 2 candidates will either describe difficulties - notably in the areas of finance, politics, religion and foreign affairs - or James' young companions in his craving for affection. For Level 3 a number of mischosen advisers and the ensuing problems will be offered. Somerset's (Robert Carr) imprisonment for murdering Overbury in 1616 and the subsequent pardon by James just squeezes into the chronological parameters. Most attention, however, will focus on James' captivation by the corrupt and politically incompetent Villiers (Buckingham from 1618) whose extravagances mirrored those of James himself and whose bellicose foreign policy excited animosity. James' heeding the advice of his son Charles could also be cited as evidence of poor judgement and the source of further difficulties. Level 4 answers will evaluate in terms of "how far" by analysing alternative causation such as James' inheritance and character flaws inclusive of pedantry, laziness, lack of dignity and appalling extravagance. They certainly aggravated "difficulties".	40

Question Number	Indicative Content	Mark
4.(a)	<p>This question invites candidates to analyse the factors responsible for the worsening relations between the royal favourite and Parliament in the three years before Buckingham's assassination in 1628. General biographical information on Buckingham and assertions of his lack of popularity will not rise above Level 2. For high Level 2 and Level 3 at least three sources of conflict will be identified. The supporting evidence and the justification for prioritizing will determine progress to the top of Level 3. Patronage exercised by Buckingham and the selling of peerages were resented by frustrated courtiers in both Houses and in the Privy Council; his association with Catholics and High Churchmen like Laud was more inflammatory still; extravagance and largesse without limit (debts of £70,000 on his death despite an income of £20,000) continuously aroused opposition; and a hazardous foreign policy left Buckingham a scapegoat when things went wrong. The failed attack on Cadiz in 1625 and the failures to relieve La Rochelle in 1626 and 1627 (the latter led by himself) led to attempts by Parliament to impeach him (resulting in dissolution in 1626 and prorogation in 1628).</p>	20

Question Number	Indicative Content	Mark
4.(b)	<p>This question invites candidates to analyse the financial difficulties of the monarchy in the years 1603 - 25 and to make a judgement on the responsibility of James I. At Level 2 candidates will describe in general terms either the financial problems of Jacobean England or the activities of the King, and will only implicitly connect the two or allot responsibility. Level 3 candidates will focus explicitly on James' contribution and progress through the Level will depend upon range and detail of evidence. From 1610 James issued a new range of taxes on his own authority (following a favourable court decision concerning customs charges) and began an attempt to raise money outside of Parliament so as not to have to deal with the Commons. This led to selling honours and to further extra-parliamentary levies which only aggravated relationships. Underlying all the "difficulties" was James' extravagant lifestyle and lavish expenditure. Moreover his misjudgements in the choice of advisers - Suffolk, whose dishonesty did not prevent the doubling of debt to £900,000, from 1614, and Buckingham, no less spendthrift than his master, from 1618 - aggravated the predicament. At Level 4 candidates will set James' mistakes in the context of wider and alternative factors such as the unenviable financial inheritance and the inflationary times. The best candidates will point, in James' favour, to examples of well judged appointments such as Salisbury and Cranfield while, perhaps, noting that the desire for financial independence led James into further "difficulties", notably the pro-Spanish foreign policy undertaken in pursuit of a six-figure marriage dowry.</p>	40

6523B - Paper 3B Mark Scheme
Reform and its Impact in Nineteenth Century Britain

Option I - Parliamentary Reform, 1815-50

Question Number	Indicative Content	Mark
1.(a)	This question invites candidates to identify and analyse the arguments put forward by opponents of parliamentary reform in the debates leading to the passage of the Great Reform Act in 1832. The range and development of the points offered will determine progress. For secure Level 2 at least three "arguments" are expected and the higher reaches of that Level will see them suitably illustrated. Although the absence of mass public demand could be cited in earlier days, this could no longer be sustained in the popular upsurge of the Days of May. It could, however, be sustained that unenfranchised persons and towns were "virtually" represented and that military and economic success since 1800 suggested that reform was superfluous. Rotten boroughs could be seen to have afforded entry to Parliament of notable politicians like the Pitts, and examples could also be cited of the diverse electorate produced by the pre-1832 system. Level 3 answers will extend the range of argument and prioritize in terms of weight and conviction. The unreformed system could be said to reflect identified "interests" rather than "numbers" and the thin-end-of-the-wedge advocates predicted dire consequences (which need not be elaborated).	20

Question Number	Indicative Content	Mark
1.(b)	This question invites candidates to analyse the factors which produced Chartism in the late 1830s. Generalised histories of early Chartism examining, for example, when the movement started will not proceed beyond mid-Level 2. For good Level 2 and low Level 3 the political "disappointment" will be central and it will be explained and illustrated. The limited franchise prescribed by the Reform Act extended voting to only 5% of the adult population, left many artisans unsatisfied and even removed the rights of some working class voters. Early Chartists pointed to the continued predominance of the landed interest, to little change in the social composition of Parliament and to the caution of the redistribution clauses. Notable large towns were still unrepresented and 371 MPs hailed from south of the Wash against 120 from the north. Nor were Radical attacks on corruption translated into practice while electoral malpractices remained common. Secure Level 3 work will point out Chartism's radical ancestry traceable to the 1780s and will also explore the social and economic origins of this "snowball" movement. However, many of the grievances can be connected to the limitations of the reformed parliament in legislative terms. Such wider complaints attracted frustrated trade unionists (Tolpuddle Martyrs, 1834), factory reformers (limited Factory Act, 1833) and opponents of the New Poor Law (1834). The best might point to returning economic troubles in the late 1830s as the critical motor of change.	40

Question Number	Indicative Content	Mark
2.(a)	<p>This question invites candidates to analyse the parliamentary system prior to the 1832 Reform Act with particular reference to the interests represented. Unfocused criticism of the unreformed system, however, will not score more than low Level 2. Secure Level 2 and Level 3 answers will show understanding of “manufacturing and industrial” interests and will offer at least three statements on their relative neglect. Development and illustration of points made will determine progress through Level 3 with the best candidates offering and substantiating relative weighting. County electorates, it might be noted, were larger but represented chiefly landed interests, and allocation of seats reflected the distribution of wealth and population of bygone days, e.g. Cornwall’s 44 MPs as against Cheshire’s 4 MPs (2 county and 2 borough). Large counties themselves were under-represented and they encompassed growing numbers of urban voters representing manufacturing (e.g. Birmingham in Warwickshire) and industry (e.g. Manchester in Lancashire and Leeds in Yorkshire). Borough electorates tended to be pre-industrial and dominated by small producers and shopkeepers. London was a special case and was notably under-represented. The best candidates will explore the degree of “industry” in the “manufacturing” interests, they will prioritize and the best will note that electorates were less narrowly agricultural than was once assumed.</p>	20

Question Number	Indicative Content	Mark
2.(b)	<p>This question invites candidates to reach a judgement on the relative importance of causal factors in the reform crisis. Descriptions of events 1830 - 32 will merit only low Level 2. For secure Level 2 grading “economic distress” will be central and for Level 3 its nature will be linked to specific elements of the crisis. Thus poor harvests and resultant high bread prices led to an economic slump, unemployment and distress for both rural and urban workers. The rural unrest, as expressed in the Swing Riots, caused alarm in ruling circles. Businessmen facing losses, failures and anxiety were more receptive to radical suggestions. Good Level 3 and Level 4 work will in turn relate the growing anxiety to the challenge to the Tory government, to the advent of the Whigs with a reform programme in the election of 1830 and to the exploitation of distress by middle class leaders through Political Unions. Attwood actually stated, “Distress was the cause - Reform the effect”. Good Level 4 responses will explicitly address “how far” and reach a judgement by weighing the several forces at play - notably the intentions of the Whig leadership, the disintegration of the Tories over Catholic Emancipation, Wellington’s leadership and the fear of revolution consequent on the July Revolution in Paris.</p>	40

Option II - Responding to Reform: Party and Policy in the Age of Gladstone and Disraeli, 1867-85

Question Number	Indicative Content	Mark
3.(a)	<p>This question invites candidates to analyse the consequences of the Second Reform Act for the working classes. Descriptions of the Disraeli - Gladstone duel and of the passage of the Act per se will remain in low Level 2. However the effects of the radicalisation of the Disraeli Bill so far as it enlarged working class representation will carry answers into Level 3. Out of fear of losing the urban masses Disraeli's acceptance of Hodgkinson's Amendment, adding compounders to ratepayers, effectively achieved household suffrage in the boroughs. The enfranchisement of lodgers paying £10 a year in rent further enlarged the urban male constituency, and candidates offering statistics in support will rise through Level 3. Debate on the definition of "working classes" will open the rural dimension but also show that the county franchise changed minimally and to the advantage of owners and leaseholders. Moreover redistribution had implications for working class representation, as several county seats shed urban areas and became more safely Conservative, and 25 seats were given to the counties and only 20 to new boroughs (although 11 obsolete boroughs were disenfranchised). The best candidates will draw attention to the elements of the "working classes" remaining unrepresented after 1867, while acknowledging the transition from bourgeois rule to a wider democracy.</p>	20

Question Number	Indicative Content	Mark
3.(b)	<p>This question invites analysis of the factors responsible for the demise of the Disraeli government with particular respect to the effects of its foreign policy. At Level 2 candidates will describe the successive crises in foreign relations or will rehearse learned "reasons for failure". Secure Level 2 and Level 3 answers will demonstrate a grasp of the foreign policy and the better will note that all was not failure. Disraeli's emulation of Palmerston led to his following events in the Eastern Question in 1876. His patronage of Turkey in the Bulgarian Atrocities Crisis of 1876 led to an outburst of moral outrage and, although he claimed success at the Congress of Berlin, his role was essentially empty and he was upstaged by Bismarck. Even more damaging were events in South Africa where the annexation of the Transvaal in 1877 did not offset the Kaffir and Zulu Wars of 1877 - 79, the shock of Isandhlwana and the ensuing financial deficit. However, the punitive expedition of Roberts in Afghanistan in 1878 was a relative success in a similar context. Level 4 answers will seek to evaluate "how far" by reference to alternative explanations for the Conservative defeat in 1880. They might cite Irish obstructionism in the Commons, the economic depression from 1879 (whose "hard times" Disraeli himself blamed for undermining the ministry), and Disraeli's tired and impassive leadership from the Lords since 1876. The best candidates will prioritize reasons and will establish connexions between the "other factors" and the foreign policy. Disraeli's immersion in foreign affairs in large measure explains the draining of the domestic reforming impulse after 1878 and foreign issues afforded Gladstone moral sticks with which to beat the government.</p>	40

Question Number	Indicative Content	Mark
4.(a)	<p>This question invites candidates to analyse the issues raised by Gladstone in the course of his two “pilgrimages of passion” in 1879 and 1880. Description of WEG abandoning Greenwich and of the challenge to a Tory peer in “Edinburghshire” per se will remain at low Level 2. More secure Level 2 work will identify the appeal to the masses over the classes, but high Level 2 and Level 3 will follow the identification of the central issues of foreign policy. Criticism of policy in Afghanistan and assertion of the rights of subject peoples are the most obvious tangible examples to be cited. However, the west Calder speech laid down five principles of foreign policy. Good Level 3 work should include at least three from the fostering of empire by non-aggressive means; a peaceful foreign policy; unity among the Powers in a Concert of Europe; avoidance of needless entanglements; and the furtherance of “the rights of nations” and “the extension of liberty”. The best answers will allot relative importance to the “issues” and note that, on a more practical level, a political rival had been castigated in high moral terms and the political consciousness of the country had been stirred.</p>	20

Question Number	Indicative Content	Mark
4.(b)	<p>This question invites candidates to analyse the reforms of Gladstone’s First Ministry with respect to their effects on society. Description of the reforms without targeting “social groups” will not escape Level 2. Progress through Level 3 will depend on the range of reforms addressed and the degree to which detail is related to clearly identified elements of society. The 1870 Education Act carried the greatest benefits in the long term for the masses (although it was a compromise that fell short of free and compulsory ideals). The Oxbridge Test Act by removing disabilities suffered by nonconformists benefited the middle class in the short term but society in general from a longer perspective. In a similar way Civil Service entrance reforms in 1871 benefited middle class aspirants directly by emphasising ability over connection, but the assertion of the ethic of justice and efficiency in public life had wider and longer implications. Army reform was a further assault on privilege and so directly profited middle class challengers to the award of commissions by status and influence. Trade Union reform in 1871 afforded protection to formation and funds and brought benefits chiefly to the working classes yet imposed restrictions on picketing. The beneficiaries of temperance reform were directly the more readily addicted and less affluent (however reluctant) but society as a whole gained from less tangible benefits involving work and the quality of (family) life. Level 4 work will discuss benefits and beneficiaries (including Irish) and attempt evaluation in relative terms. The best might structure their answers around the social groups or make more philosophical points. In this light the Liberals dealt better with political and institutional rather than with social issues to the advantage more of the middle than on the working class.</p>	40

6523C - Paper 3C Mark Scheme
 Depression, Opportunity and the Expansion of Welfare in Britain, 1919-64

Option I - Conflict, Depression and Opportunity: British Society Between the Wars, 1919-39

Question Number	Indicative Content	Mark
1.(a)	<p>This question invites candidates to analyse the effects of the rapid expansion of the motor car industry. Descriptions of growth, even citing makes and models, will remain at low Level 2 but drawing general social inferences will raise the tariff to secure Level 2. Good Level 2 and Level 3 work will address "change" explicitly, in both economic and social contexts, and good Level 3 answers will contain at least two substantiated points on each theme. Statistical evidence of economic growth, of raised output from 90,000 to 500,000 vehicles by 1939, accounting for sales of £200 m. and the employment of ½ m. workers, itself betokens economic change. Better candidates will specify location and the stimulus to rubber, glass and steel industries in more geographically diverse settings. Mobility was enhanced and afforded economic and social advantages. "Social change" included stimulation to suburban housing and to the leisure, tourist and hotel industries (notably in areas with few rail links such as the Lake District and Scotland). With 3m. motor cars on the roads by 1939 and affordable to the lower middle classes, some social levelling had taken place, although middle class affluence above all was symbolised by the revolution in the internal combustion engine. Answers confined to either the "economic" or the "social" dimension will not reach Level 3.</p>	20

Question Number	Indicative Content	Mark
1.(b)	<p>This question invites candidates to make a judgement on the causative factors explaining why the economic and social issue of unemployment continued to blight the 1930s. Description of depressed areas and of the condition of the unemployed will limit reward to low level 2. Secure Level 2 work will address causation albeit in general terms. The structural problems of heavy Victorian industries in geographically concentrated areas, if illustrated, will reach Level 3. Alternatively candidates may focus on the economic context of a world economic crisis following the Wall Street Crash of 1929 and thus identify cyclical problems. Candidates who note the coincidence of structural and cyclical factors and who include the myopia of governments will be in Level 4. The Treasury, in pursuit of solutions to structural problems, produced deflationary budgets and cuts (May Commission) in spending and in social welfare benefits. At Level 4 "persistent" will be central to discussion and here depressed domestic demand and failure to tackle the problem of exports in robust fashion are key causative factors. Counter-cyclical public works were rejected (as reducing funds available for private business), attempts at a regional policy were belated and half-hearted (only £2m. for "distressed areas") and any recovery was dependent on domestic industries. Good candidates might attribute "persistent" to the concentration of problems far from the capital, to ineffective political opposition, to the failure of the unemployed to make themselves heard and to governments taking sufficient palliative action to reduce the fear of social revolution (the abandonment of the Gold Standard in 1931, cuts in the Bank Rate to 2% in 1932, the Import Duties Act 1936, the cancellation of cuts by 1935, and the mildly inflationary budgets and creation of trading estates in depressed areas to facilitate the relocation of industry). Rearmament provided a boost to employment from 1937 but unemployment still stood at 11% in 1939.</p>	40

Question Number	Indicative Content	Mark
2.(a)	<p>This question invites analysis of the problems of a large staple industry at the centre of political as well as economic controversy in the interwar years. Accounts of the General Strike will need to be combed for information relevant to “problems” in coal mining for low Level 2 at best. For secure Level 2 and Level 3 identification and exemplification of at least three “problems” are essential. The best answers will prioritize in the interests of evaluation of “principal”. Sankey revealed a chaotic and fragmented structure of 3000 pits owned by 1500 individuals or companies as the root of the problem, aggravated by payment of royalties for every ton raised to 4000 landowners. Leadership was also at issue - a government which rejected Sankey’s recommendations for nationalisation, obstinate and narrow union leaders, and reactionary and bigoted mine owners. The result was lack of mechanisation, modernisation and investment, and a demoralised workforce living in scandalously low conditions. And this against an international backdrop of competition from Poland and Germany, overpriced exports following the return to gold in 1925, the reduction in demand for steel and ships, and competition from electricity and oil. Candidates who offer reasoned prioritization and who can differentiate “problems” specific to a particular time-frame, and indeed geographical area, will be working at high Level 3.</p>	20

Question Number	Indicative Content	Mark
2.(b)	<p>This question invites candidates to make a judgement on the causative factors behind the house-building revolution in the 1919 - 39 period. Candidates who describe the building of houses will find themselves at least implicitly explaining and therefore in Level 2. Level 3 answers will impose a pattern on the material and identify key factors. “The need” will examine the situation in 1919 as a result of years of population growth, neglect and raised expectations implicit in slogans such as “homes fit for heroes”. “Government initiative” will be related to changing political contexts and priorities from the Addison Act of 1919, through Chamberlain’s Housing Act of 1923 and the Wheatley Act of 1924 to slum clearance and the Greenwood Act of 1930, and saw 1.3m. homes built by local authorities. “Private initiative”, which produced 3m. homes, while also related to legislation will be more closely related to the economic context. Thus cuts in the bank rate from 6% to 2% in 1932 provided a boost most felt in house building. Level 4 answers will have range and substantiation and will differentiate in chronological and geographical terms. The depressed 1930s reduced the growth of public housing but the cheap materials and labour, low interest rates and spread of building societies against a background of rising prosperity for those in work fuelled an explosion of mainly suburban growth by private builders. Thus good Level 4 work will demonstrate when, why and where “extensive improvement” was most forthcoming.</p>	40

Option II - Britain in the Age of the Welfare State, 1945-64

Question Number	Indicative Content	Mark
3.(a)	<p>This question invites candidates to analyse the general improvement in living standards for most Britons in this period. Candidates should not be expected to debate “living standards” but at low Level 2 there will be awareness of the context of widespread employment and higher wages. Three aspects of life in the 1950s, if illustrated, will carry answers into Level 3. Able candidates will point to the creation of an affluent society (Macmillan’s “some of our people have never had it so good” was spoken in 1957) in a period of economic expansion. Optimistic pointers included cuts in the bank rate and income tax in 1952 and 1953 and an end to food rationing. The best answers will offer reasons for the selection of criteria. Improved health and education provision brought widespread, but not very tangible, benefits. More materially new houses were built - 327,000 in 1953 and 354,000 in 1954 - mainly in the public sector and consequently to the advantage of the working class. Leisure provision benefited from the extension of television ownership to 80% of the population by 1960 and car ownership from 2m. in 1945 to 6.5m. in 1960. Consumer durables were widely advertised by commercial television from 1954 and were more easily and immediately obtainable as a result of a hire purchase and consumer credit revolution. The best answers might differentiate beneficiaries, observing that in relative terms the young made most material gains as a newly identified group of consumers largely free from tax and earning by 1960 c £5 per week.</p>	20

Question Number	Indicative Content	Mark
3.(b)	<p>This question invites candidates to make a historical judgement on the success of post - war Labour governments in creating a Welfare State. General description of social and economic improvement will stall at low Level 2. More secure work in Level 2 and Level 3 will identify a number of "welfare policies" and attempt to evaluate "effectiveness". Progress into Level 4 will depend on the range of policy coverage, the quality of supporting information and commentary, and on the judgement of relative success in implementation. In terms of social security, the National Insurance Act of 1946 was the centrepiece of reform and embodied key ideals of comprehensiveness and universality. However, welfare benefits reduced but did not eliminate poverty (only 2.77% in York in 1950), their real value was reduced by inflation and standard benefits followed subsistence level. National Assistance provided a safety net and Industrial Injury payments were quite generous but pensions were not linked to the cost of living (and by the mid-1950s 1m. pensioners were in receipt of National Assistance). Credit is due to the governments for setting up the mechanisms of implementation and such structuring also applied to the successful creation of a National Health Service in 1948. This has been hailed as the most beneficial welfare reform ever enacted and its free, universal and state-financed features were quite revolutionary. Enormous gains accrued to the nation from having a fit and healthy workforce but it was hugely expensive (x5 pre-war) and the introduction of charges provoked considerable controversy. Housing was afforded a lower priority and resources were short, but an impressive 1.35m. houses were built in this period, mainly in the public sector and to the benefit of the working class. Education had an even lower status and although progress was made towards the secondary education for all defined by the 1944 Act, the system was meritocratic and failed, as with health, to create a classless system of provision. The best candidates might comment on the virtual elimination of poverty - the scourge of the working class - and the creation of a more humane society as a result of the elimination of the grosser forms of unemployment, poverty and ill-health. With so much available, candidates should not be penalised for lack of comprehensiveness but rather rewarded for the quality of the argument.</p>	40

Question Number	Indicative Content	Mark
4.(a)	<p>This question invites candidates to analyse the effects of the Suez Crisis of 1956 on domestic politics in the continuing period of Conservative rule. Descriptions of the debacle per se will remain at low Level 2 but at least three political consequences, suitably substantiated, will secure high Level 3. Suez divided public opinion as no other issue had done since Munich, but scars healed remarkably quickly and economic issues predominated in the election of 1959. However, for the political parties the comfortable mood of the 1950s ended, to be replaced by deep and bitter divisions. It finished Eden and, once the weak-kneed Butler had been dumped, the hawk-turned-dove Macmillan was firmly in control and the Conservatives were securely in liberal hands. A revived Labour Party offered stronger opposition under Gaitskell and the Liberals too underwent a renaissance as beneficiaries of the alienation of the intellectual middle class from the Conservatives. The crisis as a whole brought home to politicians the extent of Britain's decline as a world power and accelerated adjustments in policy away from Empire and towards both Europe and a nuclear deterrent (conscripted ended in 1962). The best candidates will arrange in order of relative "impact" and explain the rationale.</p>	20

Question Number	Indicative Content	Mark
4.(b)	<p>This question invites candidates to make a judgement on the virtual state of rebellion existing among certain groups of young people in this period. At Level 2 candidates will write generally about the symptoms of disaffection in a younger generation cushioned by material prosperity and capable of adopting a cultural alternative to that of adult society. Level 3 answers will focus on "motivated" and at Level 4 "hostility" will be central to analysis, the actual marks depending on range and evidence. "Hostility" was discernible in the sartorial rebellion associated with blue denim jeans, Edwardian-styled Teddy Boys (from 1954) and the Mods and Rockers of the early 1960s (although the seaside battlegrounds were more associated with gang fighting than with "established authority"). The "generation gap" based on affluent, consumerist American culture was antipathetic to the "authority" of elders and was most clearly expressed in the revolt into the "devil of music" of rock'n'roll which was denounced from pulpits. Level 4 answers will offer qualification to sweeping generalisation and the best will express a number of reservations. Young people participated in a challenge to Victorian certainties rather than to "established authority". They approved of violence, sex and bad language on television, sex outside marriage, and the use of drugs and accounted for an increase in indictable offences to 1m. in 1964 (an increase of 50% over the 1958 figure). The "hostility" of Angry Young Men to the smugness of bourgeois life was that of 25 - 30 year-olds, the media rebellion was led by "rebels" well past "youth" and the political rebellion of the great moral anti-nuclear crusade was dominated by the middle aged and the elderly. Most teenagers were materially better off, non-violent and indeed conformist, any hostility being expressed only by minority groups. In fact the limited liberalism of the young was expressed in support of capital punishment, the persecution of homosexuals and the unequal treatment of women.</p>	40

6523D - Paper 3D Mark Scheme

War, Expansion and the Role of the Individual in Europe: France and Germany, 1792-1871

Option I - War and the French Revolutionary State, 1792-1815

Question Number	Indicative Content	Mark
1.(a)	<p>This question invites candidates to analyse the French army with particular respect to its readiness for the war that France declared on Austria and Prussia in 1792. Candidates who digress on the causes of war or who describe military campaigning up to Valmy face a ceiling of low Level 2. For secure Level 2 and Level 3 a range of at least three factors will be identified and the mark will depend on the width and depth of illustration and, for Level 3, the ordering of elements according to priority. The Revolution disrupted the army, notably the emigration of aristocrats, so that the number of officers of the line dropped from 3000 to 1000. Battalions recruited from the National Guard tended to be patriotic but lacking in discipline and easily demoralised. Moreover, the War Office bungled the organisation of supplies and contractors made fortunes. Rude expressed it neatly, "The army had numbers and enthusiasm but it lacked coordination, discipline, supplies and leaders". And naivety led to the substitution for careful planning and preparation the expectation that the enemy would desert in droves. The best candidates will differentiate the army and note that the artillery, officered by the minor noblesse, retained cohesion and discipline and, with light field guns the envy of Europe, saved France and the revolution at Valmy.</p>	20

Question Number	Indicative Content	Mark
1.(b)	<p>This question invited candidates to make a judgement on the relative merits of Napoleon's domestic reforms with particular respect to constitutional arrangements. Candidates who describe the workings of the Constitution of Year VIII, notably the centralised bureaucracy and the prefects, will secure Level 2 especially if its implicit strengths are set in the context of a weak Directory. For Level 3 the "effectiveness" of central government needs explanation as the sine qua non of the social and administrative gains of the Revolution. Economic liberty, social equality and moral authority were enshrined in the Constitution of Year VIII. The bourgeois aim of political liberty was sacrificed in the interests of stable government but this in turn secured equality, fraternity and material well being. For the French masses in 1799 the main desire was for an end of innovation and anarchy, and the main need was for social order. For them Napoleon reconstituted monarchy in the form of the Empire and he acted as an enlightened absolutist. At Level 4 candidates, in addressing "how far", will weigh the political against alternative achievements and reach a judgement. The Code Napoleon cemented equality, national unity and the role of the family. Another "boulder of granite" was the restored nobility (Legion of Honour 1802 and hereditary nobility 1804), although it can be interpreted as a continuation of strong central government. The Church Settlement in pacifying the country, gaining peasant support and reassuring the bourgeoisie in its land gains would also contend as a significant achievement. The best might note that, in terms of continuity and longevity, the "spirit of Year VIII" still pervades the French administration.</p>	40

Question Number	Indicative Content	Mark
2.(a)	<p>This question invites candidates to evaluate the reasons for the courting of Napoleon as a co-conspirator by the plotters of the Brumaire Coup in 1799. Candidates who offer only descriptions of the coup, and even of the divided and incompetent Directory, will remain at low Level 2. For secure Level 2 the focus will be on Napoleon's attributes, and at Level 3 an attempt made to prioritise at least three qualities. The "whiff of grapeshot" and the bungled coup of 1795 showed the plotters the importance of the French army in domestic power politics, and the siege of Toulon had shown Napoleon to be an officer of courage and intelligence. More spectacularly, victory in the Italian Campaign 1796 - 97 won Napoleon a "strength" of military success and this reputation was the basis of his gaining power. The cold-blooded abandonment of the doomed Egyptian expedition in October 1799 demonstrated Napoleon's ambition and capacity for cold-blooded decision-making. The best candidates will show which particular qualities appealed separately to Barras, Sieyes and Jourdan and the Jacobins. They were probably oblivious to Napoleon's political astuteness and his ability to manipulate those he despised, but it was typical of Napoleon's luck to arrive in Paris at the precise moment when a seizure of power was possible.</p>	20

Question Number	Indicative Content	Mark
2.(b)	<p>This question invites candidates to offer a judgement on the relative importance of the causes of Napoleon's defeat in 1814. Description on the invasion and collapse of France in 1814 and even of the operation of the Continental System through the Berlin Decrees of 1806 and the Milan Decrees of 1807 will only secure low Level 2. More secure Level 2 will follow relating the Continental System to the invasion of Portugal and the opening of the Peninsular War in 1808. Level 3 answers will examine a range of adverse effects and Level 4 will have them allotted relative significance and evaluated against alternative explanations for Napoleon's downfall. The Continental System had negative economic consequences for France and from the Fontainebleau Decree of 1810 internal opposition was aroused. It led to the arrest of Pope Pius VII in 1809 and the strengthened Catholic resistance in Europe generally, and raised to fanatical levels that in Spain. Indeed Napoleon overreached himself militarily by annexing not only the Papal States but Holland and North West Germany in order to seal off Europe from British economic intrusion. The Continental system led directly to aggression in the Peninsula, the "running sore" that Napoleon admitted destroyed him, and at the eastern extreme it lost Napoleon his most important ally, Russia. Alexander's obduracy precipitated the fateful invasion of Russia in 1812. Simultaneous commitment at Europe's edges had produced imperial overstretch by 1812. The best answers will weigh the Continental System against alternative sources of "downfall", notably Napoleon's overweening ambition and egoism which led to miscalculation, the reaction of the ancien regime Powers once coordinated, and Britain's persistent opposition, naval mastery and economic superiority (which can in turn be linked to the economic warfare).</p>	40

Option II - Bismarck and the Unification of Germany, c. 1848-71

Question Number	Indicative Content	Mark
3.(a)	<p>This question invites candidates to analyse the reasons for the Prussian King's refusal of the Imperial Crown in April 1849. Candidates who embark on descriptions of revolutionary events in Germany and even Frankfurt in 1848 - 49 will be limited to low Level 2. More secure Level 2 work will focus on the failure of the revolutions and make explicit reference to Prussia, but for Level 3 reasoning will be focused on the role of Frederick William IV and the best answers might show some empathy with the King's predicament. For Level 3 there will be at least three substantiated motives. The behaviour of the feeble and dilatory Frankfurt Assembly and its mismanagement of economic, national and constitutional issues hardly inspired confidence. Nor was a "talking shop" of university professors, lawyers and businessmen exposed as political impotents seen as a worthy partner for a Hohenzollern King. Indeed he saw himself as second best choice by men who wanted a federal and liberal Germany and whose mild, legalistic and earnest approach Frederick William despised. In the last analysis he refused to "pick a Crown from the gutter". The context was also important and in many respects the revolutionaries were overtaken by events. By May 1848 the wave of revolution had spent its initial force and the summer was marked by counter-revolution, Frankfurt applauding the crushing of revolt in Prague in June 1848. In December 1848 the Prussian army expelled the assembly from Berlin and Austria affirmed its intention to revive the German Bund. Secure, then, in his autocratic powers Frederick William IV refused the offer of a meaningless Crown in April 1849.</p>	20

Question Number	Indicative Content	Mark
3.(b)	<p>This question invites candidates to make a judgement of the relative importance of factors explaining Prussian hegemony in Germany with particular respect to the international context. Candidates who narrate events from 1863 will struggle to complete and will not proceed beyond Level 2. For Level 3 “international circumstances” will be central and illustrated, and better answers will prioritize on terms of relative impact. The break-up of the Holy Alliance after the Crimean War provided the critical context. It left Austria isolated and her poor leaders failed to exploit military and diplomatic strengths. Russia had always exercised pivotal influence in Central Europe and following the Polish revolt of 1863 she was favourably disposed towards Prussia and tolerant of a war between the two German Powers. In the west Napoleon III miscalculated the balance of power in 1865 and, hamstrung by his commitment to nationalism, assisted Prussia in obtaining an alliance with Italy. In 1870 he allowed himself to be dominated by Gramont in the Spanish candidature crisis. Britain as a naval power exercised little influence on mainland military affairs, but Italy lent support to Prussia in war in return for Venetia. Denmark pursued an intransigent and forward nationalist policy in perilous circumstances. Level 4 answers will evaluate the diplomatic against “other factors”: Bismarck’s skill in exploiting favourable circumstances and his readiness to resort to war to take advantage of Prussia’s military superiority following the reforms of 1862 and the introduction of new weapons. Underpinning military power was Prussia’s “coal and iron” economic strength. Fortune also favoured Prussia at favourable junctures.</p>	40

Question Number	Indicative Content	Mark
4.(a)	<p>This question invites candidates to analyse the attributes, both personal and political, Bismarck brought to the high office he achieved in 1862. Biographical information per se will not be awarded at more than low Level 2, but “qualities”, even implicitly identified, will reach secure Level 2. For better work at Level 3 a range of “qualities” will be targeted and illustrated across both domestic and foreign fields, and the best answers will weigh relative merits. Bismarck exhibited a cleverness approaching genius in its application to power politics and certainly he was opportunistic as shown by his entry into the world of politics in 1848. His strength of character, passion and stamina - physical as well as intellectual - were well attested as “a masterful man driven by the desire to dominate men and events”. A lack of scruple was manifest in his management of the Constitutional Crisis. Although Bismarck had never held ministerial office, by 1862 he was experienced in foreign affairs as Prussian representative at the Frankfurt Diet in the 1850s and as Prussian Ambassador to St. Petersburg and Paris (where nascent Machiavellian skills were discernible). The best candidates might point out that despite his qualifications, the appointment of Bismarck to the highest offices of state as a romantic, unstable and arrogant man was a risk verging on desperation on the part of a beaten King in 1862.</p>	20

Question Number	Indicative Content	Mark
4.(b)	<p>This question invites candidates to make a judgement on the relative importance of factors causing Austria’s decline from a position of German mastery under Metternich. Generalised descriptions of Austria’s role in German affairs will achieve Level 2 if there are implicit references to “decline”. For Level 3, however, “economic factors” will be identified and illustrated, and prioritised by better candidates. Although it predated 1848, Austria’s exclusion from the Zollverein got Germans into the mental habit of imagining Germany without Austria, and this factor was reinforced by Austria’s failure to give a political lead in 1848. By the 1850s Austria was correspondingly suffering from the absence of an industrial middle class, from weak finances and from the absence of a competent reforming class. Austria missed the “take off” into industrialisation in the 1850s and unwisely held aloof of stimulants to growth like participation in trunk railway development. Bruck’s Central European Customs Union failed in 1851 and, while Germany as a whole benefited from free trade, Austria sought protection behind tariff walls from 1857. Underlying economic decline was Austria’s lack of endowment in coal and iron raw materials. At Level 4 candidates will examine the relative nature of Austria’s decline with particular respect to Prussia. Prussia’s economic hegemony was conferred by leadership of the Zollverein, population growth, natural assets and a rising middle class. The best answers will also explore non-economic causes of Austria’s relative decline including poor political leadership following the flight of Metternich in 1848 and the death of Schwarzenburg in 1852, diplomatic isolation following the Crimean War, and military defeat in Italy in 1859. The heterogeneous nature of a cumbersome Empire of 11 national groups held together by an antiquated bureaucratic machine was an inherent handicap. This question can be successfully answered without any reference to Bismarck.</p>	40

6523E - Paper 3E Mark Scheme
A Nation Challenged and Reconfigured: the USA in the Nineteenth and Early Twentieth Centuries

Option I - A Disunited Nation: the USA c.1820-65

Question Number	Indicative Content	Mark
1.(a)	<p>This question invites candidates to assess the achievements in the 1840s and early 1850s of the greatest statesman of the age. Biographical description even reaching to Clay's death in 1852 will remain in low Level 2 but implicit reference to his role in sectional crises will raise marks to the middle of that Level. Good Level 2 and Level 3 work will offer at least three substantiated "significant" contributions of Clay to American history and the best work will prioritise and consider both short- and long-term perspectives. "The Great Compromiser" was the architect of the Missouri Compromise 1820, concerning slavery and westward expansion. In a negative sense Clay lost to Polk in the 1844 Presidential election (by only 38,000 of 2.6m. votes cast) and thus failed to have his way on the key issues of Texas and western expansion. The victor had his war with Mexico 1846 - 48. More positively, Clay was the principal architect of the Whig Party which won the 1840 election on policies of a national bank, federal aid for infrastructure and high tariffs which appealed in the South to large planters and in the North to merchants, the urban middle class, farmers and artisans. In the sectional crises Clay established a reputation as a conciliator and offered the compromise of gradual emancipation and the colonisation of blacks in Africa. Clay was the architect of the Compromise of 1850 as having a foot in both camps as a slave owner who hated slavery himself. His eight Senate Resolutions for the admission to the Union of California as a free state and of Utah and New Mexico as Territories without reference to slavery together with a stringent Fugitive Slave Act gave rise to seven months of epic debate before their passage in September 1850. In troubled times the Compromise quietened secessionists in the South and appeased the North so that honour was maintained. The best candidates, looking beyond 1852, will note that by 1854 both of Clay's major achievements - the Whig Party and the Compromise - lay in ruins and that he had only achieved an armistice by avoiding the issue of slavery.</p>	20

Question Number	Indicative Content	Mark
1.(b)	<p>This question invites candidates to make a judgement on the factors causing the American Civil War up to the Presidential election of 1860. Description of events leading to Civil War will reach secure Level 2 if reference, even implicit, is made to the issue of slavery. Level 3 answers will explore how slavery was “somehow” responsible for the conflict (as Lincoln asserted in his Second Inaugural) and make specific reference to events in the years 1854 - 60. Background factors are relevant for slavery was the main difference between North and South and as sectionalism grew in these years it exacerbated other differences in education, readiness to reform, violence in society and tariffs. In that the Southern agricultural and social systems were based on slavery and that \$3bn. had been invested in 4m. slaves (more than in land or cotton), slavery was the chief reason for the growth of sectionalism. Slavery was the sole institution not shared by North and South, it defined and permeated every aspect of life in the South and it exemplified contrasting cultures and moralities which contributed to rising tensions in these years. Good Level 3 candidates, however, will note that it was slavery expansion which polarised the nation and gave rise to crises which threatened the Union. They will be led to examine Bleeding Kansas after 1854, the creation and success in the late 1850s of the Republican Party and the election of Lincoln in 1860. At Level 4 candidates will set slavery against alternative causes of the Civil War and make a judgement on relativities. The issues of tariffs and of federal subsidies to transport and manufacture were other sources of conflict. Nativism caused voter realignment and the notion of self-determination enhanced a sense of separate nationhood in the South. Individuals also played critical roles, notably extremists on both sides, weak political leaders and the Southern politicians who made horrendous errors of judgement as crisis approached. The best will note that most of the North did not go to war to end slavery but that it was this institution which led to sectional impasse and the secession of the South.</p>	40

Question Number	Indicative Content	Mark
2.(a)	<p>This question invites candidates to analyse the impact of militant abolitionists like John Brown on relations between North and South in these years of growing tension. Description of the dramatic events and individuals can reach secure Level 2 if implicit reference is made to the effects of their activities. For Level 3 focus will be on heightened "tension" and at least three "exploits" related to the developing crisis. The best will prioritise and evaluate relative contributions. "Bleeding Kansas" encompassed murders by fanatics other than Brown but his tit-for-tat murder of five pro-slave settlers at Pottawatomie Creek in 1856 not only made him a hero overnight but aggravated sectional tensions to the point of full-scale guerrilla warfare. The activities of fervent abolitionists boosted Republican Party fortunes and made Bleeding Kansas a rallying cry for Northern anti-slavers. The most famous "exploit" was Brown's raid on Harper's Ferry in October 1859 in the hope of sparking a great slave revolt. This realised the worst fears of Southerners of a planned Haitian-style slave revolt and on the eve of Presidential elections the "martyrdom" of Brown raised sectional tensions to explosive heights. Although he was condemned by Northern Democrats and dissociated from the official Republican stance, more in the South were now receptive to fire-eaters and by 1860 the days of the Union were felt by many to be numbered.</p>	20

Question Number	Indicative Content	Mark
2.(b)	<p>This question invites candidates to make a judgement on the relative importance of causative factors in the defeat of the Confederate States by 1865, with particular respect to the economic dimension. Description of military campaigns per se will reach low Level 2 at best. For secure Level 2 the Confederacy will be central and for Level 3 “economic weaknesses” will be identified and exemplified. At Level 4 they will be weighed against “other factors” and a judgement offered on their contribution to defeat relative to wider forces at play. The South by comparison with a relatively industrialised North had an agricultural economy not well equipped to produce the instruments of modern industrial war. Its dependence on a single crop - “King Cotton” - was also a source of weakness once exports were disrupted by naval action. And the South was more inhibited by fear of revolt among 4m. slaves than by fear of Yankees. Slavery accounted for inherent structural flaws which hindered industrial development and led to shortages of material ranging from railroad iron to paper. Slaves ran away and damaged property while war widened economic and social divisions in local society. Tensions were exacerbated by inflation, taxation and requisitioning to the endangerment of social order in the South. Planters refused to pay taxes, the middle class was reluctant to pay and the absence of a mature banking sector was a significant handicap. Railway mileage was relatively limited, railways were not nationalised and only 500 miles of telegraph were constructed (against 15,000 miles in the North). But the South suffered from weaknesses other than economic. Non-slavers and inhabitants of peripheral states resented making sacrifices, states resisted the imposition of centralised power and were at odds with each other, and governors were critical of the sickly and slow Davis and of his difficult Vice-President, Stephens. The best candidates will identify wider factors in explanation of the defeat of the South and note that it possessed both unity and military strengths and that it survived for four years without imploding. In the end the South lost because the Union was superior in manpower, resources and political leadership and the primary cause of its defeat was the armed forces of the USA.</p>	40

Option II - Promise and Performance: FDR and the New Deal in the USA, 1933-45

Question Number	Indicative Content	Mark
3.(a)	<p>This question invites candidates to analyse methods used to propagandise the First New Deal. Candidates who describe the “policies” themselves will face a ceiling of low Level 2. For secure Level 2 and Level 3 awards candidates will focus on “methods” and offer at least three substantiated examples. At the top of Level 3 there will be differentiation in terms of effectiveness and even of chronology. FDR used all available popular media to disseminate an optimistic message to the “forgotten man”. Popular music included the catchy campaign song “Happy Days Are Here Again”, the cinema newsreels promoted the success of public works and the radio maximised the audiences. The homely Fireside Chats exuded confidence and used the President’s magnetic voice to great effect. Eye-catching and high profile achievements like the TVA were projected, reassuring messages were couched in memorable Madison Avenue terms (“The only thing we have to fear....” from the 1933 Inaugural) and populist causes like “ridding our land of kidnapers, bandits and malefactors of great wealth” were widely publicised. The Alphabet Agencies themselves were simple and graphic and symbols like the Blue Eagle were patriotic and readily recognisable. An image was projected of Jacksonian humanitarianism (the First Lady used to good effect) and of energetic action productive of speedy results.</p>	20

Question Number	Indicative Content	Mark
3.(b)	<p>This question invites candidates to make a judgement on the effectiveness of New Deal policies in producing a recovery from economic Depression before the intervention of the Second World War. Descriptions of the work of government per se will be limited to Level 2. For Level 3 candidates must evaluate the impact of federal measures so far as "recovery" (rather than "relief" or "reform") was concerned. Thematic organisation of "recovery" into reducing unemployment, stimulating the demand for goods and getting the economy moving again or into different sectors of the economy will clarify and focus evaluation of "succeeded". So far as Banking and the Financial System were concerned, the restoration of confidence by temporary federal control and the work of the Securities Exchange Commission (1934) got the system working effectively as money began to flow again. The Hundred Days emphasised relief and recovery rather than reform. In agriculture recovery was based on easing the debts of farmers and raising prices through crop control. The Farmers' Relief Act (1933) paid compensation to farmers to reduce output and a measure of its success was the doubling of farmers' incomes by 1941. The work of the AAA ("organised scarcity in action", Hofstadter) went beyond recovery to reform but the Farm Security Administration brought financial independence to farm tenants. The CCC provided jobs for some 2.5m. young men on a temporary basis by 1941 but the NIRS (1933) was the most important part of the recovery programme and candidates will show familiarity with the work of the PWA and the NRA. And the WPA (1935) financed a variety of projects such as road, school and hospital building, and the TVA revitalised a huge area of neglected rural America. Candidates' work could embrace social security provision, the protection of organised labour and the reduction of tariffs as elements in recovery but with so much detailed material relevant, complete coverage must not be expected for Level 4. However, some evaluation of "succeeded" - particular and general as well as relative - is essential in a Level 4 answer. Good candidates will note the Roosevelt Recession in 1937 due to cutbacks and show that it was the onset of war and not the New Deal per se which rescued the USA from Depression. And weigh against this the successes in restoring confidence in government and in the financial system, in public works and the TVA, in the national direction of resources, and in welfare benefits and collective bargaining.</p>	40

Question Number	Indicative Content	Mark
4.(a)	<p>This question invites candidates to analyse the state of US agriculture at the height of the Depression with particular respect to identifying weaknesses. Descriptions of the work of the AAA, if implicitly alluding to the correction of “weaknesses”, can reach Level 2. But for secure Level 2 and Level 3 “weaknesses” must be central, illustrated and, for the best marks, prioritised. Range and development will determine progress through the Levels. Falling demand and falling prices for cereals were major weaknesses attributable to dietary changes, reduced demand for animal feed as tractors proliferated, and the extension of the land cultivated during the First World War. In the South the growth in synthetic fibres reduced the demand for cotton. The major problem was overproduction as a result of increased mechanisation and fertilisation (so that by 1933 the amount of unsold cotton exceeded the export total), and this was accompanied by reduced demand for labour. Overploughing the heartlands of the USA, along with natural droughts, exposed the topsoil to massive erosion by high winds. Agriculture also suffered from increasing urbanisation (only 1/3 of the population was rural in 1933) and a correspondingly lower priority in governing circles. The best candidates will not only weigh relative “weakness” but will note the enormous geographical diversity of agricultural problems.</p>	20

Question Number	Indicative Content	Mark
4.(b)	<p>This question invites candidates to make a judgement on the effects of the New Deal on Americans with particular respect to losers. Descriptions of the mechanisms of the New Deal and of the workings of the alphabet agencies will reach safe Level 2 if there are implicit references to beneficiaries and, more particularly, the “disappointed”. Secure Level 2 and Level 3 work will identify a range of social groups and analyse their treatment and at Level 4 assertion will open into debate as the impact of the New Deal is evaluated in relative terms for differentiated social groups in different areas of the USA. Many of the unemployed were still without work - by 1938 10m. out of a workforce of 50m. - and some of the work provided by the WPA was menial. The income of 80% of the workforce was under \$2000. Poor tenant farmers and sharecroppers were turned out when land was taken out of production, 1 in 10 farms changed hands in the Dust Bowl and farmers in general complained of a fall in prices of 30% in 1937. Native and Black Americans were “disappointed” that not more was done for them, as were occupiers of slum housing and inner city dwellers as a whole. Another numerically large group of discontented were claimants of social security in terms of old age pensions and unemployment benefit. They argued that payments were less than generous - certainly in comparison with Europe - and did not cover sickness. Businessmen resented the NRA Codes and the regulation of wages and hours, large corporations railed at overmuch and over-expensive government and taxpayers in general resisted the appallingly high costs of the New Deal, the more so if expenditure was on “boondoggling” and the “state socialism” of the TVA. The list is not exhaustive, nor should it be, and the best candidates will point to the geographical and chronological diversity of the New Deal and distinguish “disappointed” from words with similar meanings.</p>	40

6523F - Paper 3F Mark Scheme
Life in Authoritarian Regimes: Nazi Germany and Soviet Russia in the 1930s

Option I - Life in Hitler's Germany, 1933-39

Question Number	Indicative Content	Mark
1.(a)	<p>This question invites candidates to analyse the attempts of the Nazis to curtail the freedom of young people by controlling in particular their education and leisure. General description of the life of young people will be at Level 2 if there is implicit reference to manipulation. For secure Level 2 and Level 3 "control" will be central and a range of activities will be analysed, illustrated and, for the strongest candidates, prioritised. At school the curriculum was "controlled" by reduction to a core of racial biology, eugenics, German history and German literature, and the emphasis shifted from knowledge and developing the intellect to character - and body - building (15%). "Control" was exercised in addition by indoctrination, censorship, restrictions on freedom and the removal of non-Nazi and Jewish teachers. The anti-academic ethos continued into higher education where opportunities were reduced by halving the number of student places. Leisure activities were also "controlled" and opportunities and choices restricted. The young men were pressured into joining the several Hitler Youth movements (which embraced 77% by 1938) and, once enrolled, "control" was overt, and in some cases paramilitary. The best candidates might examine the separate experiences of boys and girls and show how "control" was differentiated. Or note how "control" in physical, extra-curricular and team-building terms could be said to have actually enhanced opportunities and experiences.</p>	20

Question Number	Indicative Content	Mark
1.(b)	<p>This question invites candidates to make a judgement in analysing the experiences of a particular and large social group in Nazi Germany. Description of working conditions and social life per se will be pegged at low Level 2, but appreciation of gain “improvement”, even if implicit, will carry substantiated work into Level 3. Good Level 3 and Level 4 answers will offer criteria for evaluation, a balance-sheet and definition of terminology, and occupational differentiation in the best cases. Work clearly structured in terms of profit and loss will point to Level 4. Gains turned primarily on the provision of work for all by means of job creation and economic and military expansion, to the level of full employment by 1938. Real wages for workers did rise, but only exceeded 1929 levels in 1938. The biggest material gains were for workers associated with rearmament industries and, although peasants and farmers profited from higher prices between 1933 and 1936, many drifted to towns in search of higher wages. The abolition of distinction between white - and blue - collar workers reduced class consciousness to the greater “improvement” of the latter, and propaganda extolled the dignity of manual labour. The strongest candidates in analysing “lives” will draw a distinction between standard of living and quality of life. Fixed rents, restricted price rises and access to model housing under DAF might fall within “standard of living” but less tangible were the provision of cultural visits and of holidays, travel, leisure and recreational facilities by KdF. Losses were principally in terms of freedoms but in material terms wages were kept down (partly by inflation), deductions from wages increased as did working hours from (officially) 43 in 1933 to 47 in 1939. Those in consumer goods industries in particular struggled to keep pace and all suffered from shortages of their products. For some there was compulsory Labour Service and for all there was greater work discipline and harsh treatment for disobedience, absenteeism and striking. In the field of workers’ rights and collective bargaining there were significant restrictions as free unions were replaced by DAF and choice disappeared. The best candidates will temper judgement by reference to differentiation according to geography, occupation and gender, and note the effects of changing economic fortunes across a six-year timescale.</p>	40

Question Number	Indicative Content	Mark
2.(a)	<p>This question invites candidates to analyse the achievements of the economic dictator of Germany as President of the Reichsbank from 1933 and Minister of Economics from 1934 until 1936 (a year before he resigned). General accounts of attempts to overcome Depression without specific reference to Schacht will not exceed low Level 2. For secure Level 2 and Level 3 a range of at least three initiatives with supporting detail is essential. The best candidates will provide insight into Schacht's strategic thinking and comment on the context of a world economic upturn which facilitated his work. The key to Schacht's thinking was deficit financing so that a revival of (state-led) public investment would increase spending and so stimulate demand and raise national income. This involved greater state control of banking, and therefore of capital, and low interest rates. State investment in public works led to reforestation, land reclamation and the construction of public buildings, housing and motorways. The Reich Labour Service employed 19-25 year olds in such construction and in rearmament. Farmers and small businessmen were targeted with assistance by maintaining tariffs on imports, tax concessions, low interest rates (Reich Entailed Farm Law) and subsidies, notably from the Reich Food Estate. Such methods did cause problems for Schacht and the best candidates will offset the dramatic growth in jobs (reducing unemployment to 1.6m. by 1936) by reference to anxieties about inflation and the balance of payments. This resulted in the New Plan with more sweeping powers in 1934 and the imposition of trading conditions by means of bilateral trade treaties, barter and payment in Reichsmarks and Mefo bills.</p>	20

Question Number	Indicative Content	Mark
2.(b)	<p>This question invites candidates to make a judgement on the nature of Nazi racial ideology and its application across the six-year period. General description of persecution unrelated to ideology and confined to the Jewish "minority" will only achieve low Level 2. For good Level 2 and Level 3 candidates will refer to ideology even if not discretely. Although anti-semitism was common, a deeper and obsessive hatred of Jews was restricted to Hitler and the Party leadership. They felt it a mission to defend the Aryan race from racial pollution and Bolshevism. And while the official and openly-avowed ideology exalting Volksgemeinschaft was nationalist and conservative, the Party leaders espoused a racist and radical ideology which involved Lebensraum and Weltanschauung. The best candidates will note a changing and imprecise ideology particularly in the early years, but by 1938 sharper and more aggressive. At Level 4 the ideology will be counterbalanced by the implementation, and then involving a number of minorities. At first the application was gradualist. Anti- Semitism from the boycotts and exclusions of 1933 to the Nuremberg Laws of 1935 was accompanied by terror and violence at local levels, but restrained by the danger of alienating foreigners and by the intercessions of Schacht. This haphazard tackling of the Jewish question should be contrasted after the pivotal points of the Anschluss and the Kristallnacht pogrom of 1938 with later radical and more crudely ideological initiatives. But even legislative assaults and forced emigration stopped short of the full application of ideology. Gypsies (c.30,000), homosexuals and the mentally ill also suffered discrimination of a gradualist nature. Gypsies were defined as "alien blood" in 1935 and registered in racial terms in 1938 prior to deportations to Poland in 1939. The best candidates will note that it took the context of war for minorities to suffer the application of full-blooded and pure Nazi ideology.</p>	40

Option II - Life in the Soviet Union, 1928-41

Question Number	Indicative Content	Mark
3.(a)	<p>This question invites candidates to analyse peasant opposition to collectivisation with particular respect to methodology. Candidates who focus on the causation of resistance will need to make implicit reference to its manifestations to reach low Level 2. For secure Level 2 and Level 3 a range of at least three tactics and reactions will be offered and illustrated. The best candidates will elucidate the term "kulak" and note the changing complexion of resistance even within a six year period. Thus there was little resistance in 1928 to the arrival of party and factory workers and Komsomol to encourage voluntary collectivization but over the winter of 1928/9 "kulaks" resisted the Urals - Siberian methods (which turned poorer peasants against them in return for a quarter of the "hoard"). Resistance, however, exploded in late 1929 and early 1930 as "brigades" descended to implement forced collectivisation, especially if churches were violated. The intruders were met with individual acts of terror and murder, especially from those branded "kulaks" and facing transportation or worse. Villagers reacted spontaneously to prevent the removal of kulaks (defined by the Party as the richest 3%), disrupting collective farm meetings and forcibly retrieving tools and grain (with women often to the fore). Many peasants also at this stage sold, or slaughtered and ate their livestock rather than hand them over. The best candidates who chart the progress of resistance will note its reduction as the Party retreated in the "Dizzy With Success" climbdown of March 1930, but that following the spring sowing widespread resistance was crushed by force over the next four years (to a point of 90% collectivised by 1934) and the famine of 1932 - 34 was the last nail in the coffin of the "kulaks".</p>	20

Question Number	Indicative Content	Mark
3.(b)	<p>This question invites candidates to make a judgement on the living standards of non-rural workers at the time of the Five Year Plans. Generalised descriptive writing on the industrialisation process will be rewarded at low Level 2 only. For secure Level 2 and Level 3 there will be focus on “workers” (suitably differentiated at high Level 3) and a weighing of profit and loss. At Level 4 pros and cons will determine the structure of the answer and criteria for evaluating “living standards” - material benefit versus quality of life - will be clarified and applied. Improvements in living standards were predicated on the availability of work and in the USSR this was plentiful even at a time of world Depression. Stakhanovite workers - a quarter of the total - by exceeding targets were rewarded in material as well as moral terms. Industrialisation created millions of new opportunities for those with drive and relevant skills, and from “industrial workers” and their children there rose a new class of foremen, supervisors and managers to run the new enterprises. Alongside them there appeared an army of bureaucrats to administer the Plans. More qualitatively, a strong sense of motivation led to competition among workers to meet targets. The idealism fostered by propaganda drove volunteers to travel to inhospitable regions in order to build the socialist paradise. They were supported by an improved infrastructure, most impressively new hospitals and clinics (90% of urban children were born in hospital). Aspects of urban life which impacted negatively on workers were the increases in hours worked and the wage differentials as a result of piecework. Real wages fell by 50% during the first Five Year Plan and only rose to 56% of the 1928 level by 1941. Workers were afforded little protection from dangerous working conditions and practices, and dissenters faced life and death in the gulags. Some workers lived in barracks, particularly in new towns like Magnitogorsk, and the materials and labour to repair and maintain existing homes were in short supply. Overcrowding was a real problem for almost all families. Many ate in communal canteens and townsfolk consumed on average 7% less food and goods in 1941 than in 1928. The average worker in Moscow ate virtually no fat, very little milk and fruit and only 20% of the fish and meat and 50% of the bread available on average in 1900. Luxury goods were simply unobtainable and even for more basic commodities there were perpetual shortages and endless queues. Clothing, for example, was drab, uniform and shoddily made and boots and shoes were often unobtainable. The best candidates will note that in a huge country much depended on the age, occupation and location of particular workers and of the relative importance of the work in the Five Year scheme of things.</p>	40

Question Number	Indicative Content	Mark
4.(a)	<p>This question invites candidates to analyse the use of mass media for propaganda purposes at a time of great agricultural and industrial turmoil in the Soviet Union. Descriptions of Soviet "culture" will only reach Level 2 if implicit reference is made to its dissemination by means of modern methods of communication. For secure Level 2 and Level 3, answers will examine a range of media and illustrate the messages. The best answers will draw a distinction between politics and entertainment. The cinema was the most popular medium in towns, and films based on historical figures like Ivan the Terrible were used to enhance mass patriotism as the Nazi threat loomed. Mobile cinemas were sent into the countryside as many villages were without electricity. Wireless was increasingly important and it was state - controlled - there were as many as 3.5m. sets in operation in 1928. More crudely, loudspeakers were set up in towns and factories to transmit government messages and to extol heroism. Mass publication treated authors as "engineers of human souls", e.g. Mayakovsky, and the socialist realism of novels by the likes of Gorky glorified the achievements of the ordinary workers. Stars were discovered in the world of music like Shostakovitch, whose operas and symphonies were broadcast for cultural and political ends. Theatre groups toured and performed in factories. The ubiquitous posters confronted the Russians with propaganda messages in rural as well as urban settings. The best will prioritise in terms of effectiveness and show how emphases changed across the timescale.</p>	20

Question Number	Indicative Content	Mark
4.(b)	<p>This question invites candidates to make a judgement on the factors which facilitated the rapid industrialisation of the USSR in the years of the Five Year Plans, with particular respect to coercion by the state. General descriptions of the working of the Plans will need to make implicit reference to methodology to reach mid-Level 2. Secure Level 2 and Level 3 answers will focus on “force and intimidation”, and the best will draw a subtle distinction between the two. “Rapid industrialisation” will rule offside the Purges per se but will allow for the inclusion of collectivisation. The twin tactics were used to brutal effect in the countryside especially in the elimination of the kulaks from 1929 to 1934. In the burgeoning industries managers and technicians were made personally responsible for work. The failure to meet Gosplan targets was deemed “sabotage” and “wrecking”, and the individual responsible was subjected to intimidation in the form of industrial trials e.g. the Shakty Trial of 55 engineers in 1928 for wrecking on the orders of alien Powers and “force” was certainly applied when 5 were executed for their crimes. A December 1933 Law holding directors and managers responsible for substandard goods made them subject to intimidation and they in turn transmitted fear to their workers by enforcing harsh regimes which included physical punishment for lateness, absenteeism and shoddy workmanship. Some industries were turned over to the secret police to run, procurators toured factories to check on production and “educate” inadequate workers, and the encouragement of neighbours and children to spy and report contributed to an atmosphere of tension. In cruder terms the related Gulag System was based on forced labour and death for disobedience often in areas hostile to human life, and it applied to former bourgeoisie and kulaks as well as to recalcitrant workers. High Level 3 and Level 4 answers in order to evaluate “how important” will weigh the relative importance of the fear factor compared to other forces at work to build an industrial society. Propaganda which presented the task as a “battle” was important in sustaining morale in dark times and it fostered, inter alia, “socialist competition” where factories and mines raced against one another to exceed publicly announced targets. Individuals were set targets, based on millions of “work norms” and Stakhanovite achievement was applied from 1935 to all sectors of the economy. Low wages themselves acted as an incentive to harder work, and women were included in the workforce. Education as well as being used to encourage effort and eliminate illiteracy included a vast programme of technical training to produce the 1.5m. managers and technicians promoted from the workforce in the First Five Year Plan.</p>	40

6523G - Paper 3G Mark Scheme
Conflict, Identity and Independence: China and India in the First Half of the Twentieth Century

Option I - Colonial Rule and the nationalist Challenge in India, c.1900-47

Question Number	Indicative Content	Mark
1.(a)	<p>This question invites candidates to analyse the contribution of a flamboyant and even legendary character to the achievement of Indian independence in 1947 (and 1948). Mountbatten was appointed the last viceroy of India in February 1947 with a remit to transfer power by June 1948, but pressure moved the date up to 15 August 1947. Candidates embarking on a narrative of this relatively short period could achieve mid-Level 2. For good Level 2 and Level 3, however, candidates will differentiate and weigh the relative contributors in more analytical fashion. The standing of this political soldier, cousin of the King and Supreme Commander in S.E.Asia, together with the extraordinary powers with which he was invested made Mountbatten responsible for a host of momentous decisions. High Level 3 answers will evaluate the limitations soon revealed, as well as the successes, of his hastily elaborated solution. Above all Mountbatten was the architect of a workable partition and his Plan Balkan forced the hand of Nehru to transfer power directly to two dominions on the basis of the 1935 Act. Then he worked to ensure that Pakistan was not “moth-eaten”. Mountbatten was also responsible for where the boundary would be drawn and ingeniously kept this secret to the last moment (although he was staggered when the storm broke). Chosen partly because his royal connections could assist the princely states to renounce their privileged relationship with the Crown, Mountbatten counselled them to make the best terms possible with the new regimes in the face of crises in Kashmir and Hyderabad. The best candidates will evaluate Mountbatten’s overall contribution. In his favour were his sociability and dynamism which won over the Indian leaders especially Nehru, his shock tactics which forced them to accept responsibility for the growing disorder and his solution which was workable even if it did involve enormous transfers (14m.) of population. On the other hand Mountbatten’s hasty decision to transfer power contributed to sectarian disorder which British forces could have done more to control, and as many as a million died. Nor did he maintain impartiality or forge relations of confidence with Jinnah. (Yet his officials remained on the Pakistani side to help with the setting up of a central government from scratch, and he stayed for a year as titular Governor General in the interests of continuity.)</p>	20

Question Number	Indicative Content	Mark
1.(b)	<p>This question invites candidates to make a judgement on the workings of the Raj with particular respect to military control. General descriptions of the Raj per se will be at low Level 2 and those of the application of military force by the British from Amritsar to Partition could reach Level 3. Secure Level 3 work, however, will identify and elaborate elements of military control and set this in a context of physical force necessity where the white population was 156,000 (1 for every 1,500 Indians) and finances were as slender as manpower. However, a large and well-equipped professional standing army of Indians and 200,000 police were available to the civil power. Significantly the British controlled the artillery and recruited only from groups like Sikhs, Gurkhas and Pathans who were loyal in 1857. Naval power ensured that regiments elsewhere in the Empire were readily available in emergencies. In chronological terms, military power was seen most bluntly at Amritsar in 1919, equally crude beatings along with fines overcame the civil disobedience of Gandhi, riots were subdued and combined British and Indian forces repelled Japanese invasion, notably at Kohima-Imphal in 1944. But the military forces were overwhelmed by sectarian violence in the build up to partition after 1945. Level 4 answers will set military power against wider elements in the control of the subcontinent for the use of force was expensive and unpopular and Britain had a historic distaste for using the army. The Raj was a massive bureaucracy and a hardworking and incorrupt elite Indian Civil Service of 6000 Europeans and 1000 Indians, with the "steel frame" of district officers, ensured that most Indians paid taxes and obeyed the law. Moreover, 600 princes relieved Britain of responsibility for a third of the subcontinent. The population of India was also too heterogeneous to be welded into a united opposition, and shrewd rulers manipulated competition between rival castes and communities. The Raj also enacted genuine reform and boasted good water supply and the fourth largest railway network in the world. Education was state-sponsored and used with subtlety to inculcate obedience to authority and admiration for British culture. In the end the Raj rested not on military force but on the consent of the governed who became used to India being part of the Empire and who drew from it rewards in the form of salary, favour, status and honour.</p>	40

Question Number	Indicative Content	Mark
2.(a)	<p>This question invites candidates to identify and comment on the three stages by which India took greater responsibility for ruling itself. Candidates will find this a difficult theme on which to write in general terms but coverage of only one of the “stages” or descriptive writing without reference to “self-government” will face a low Level 2 ceiling. At Level 3 all three stages in the conciliation of Indians will be addressed and the degree of independence evaluated. The 1909 Councils Act by the Viceroy Minto and Morley invited some Indian participation in high policy-making by enlarging provincial councils and including 60 non-official members in the Imperial Legislative Council. The 1919 Government of India Act by the Viceroy Chelmsford and Montagu at the India Office added a 200-seat bicameral legislature and enfranchised 6m. Indians. The 1935 Government of India Act by the Viceroy Irwin and Sir John Simon in order to achieve internal self-government and dominion status provided for a federation of provinces and Indian states. Each province was to have a legislative assembly and control of all but defence and foreign policy, and the electorate increased to 36m. inclusive of women. The best candidates will evaluate the achievement against the limitations. In 1909 voting was by the rich and privileged only; in 1919 voting was still restricted and the “dyarchy” made for divided authority and partial ministerial responsibility in the provinces: 1935 fell short of a parliamentary system and by then independence was the goal of many Indians.</p>	20

Question Number	Indicative Content	Mark
2.(b)	<p>This question invites candidates to make a judgement on the factors responsible for the chaos which preceded and attended the partition of India in 1947. Description of the growing mayhem will reach mid-Level 2 if there is some attempt, even implicit, to allot responsibility. For Level 3 Britain's role will be analysed and some judgement will be offered; and better answers at that Level will differentiate "disorganisation" and "bloodshed". Britain's plan once Middle Eastern oil had assumed a higher priority was to depart India in the late 20thC. World War II changed everything, once Japan was involved in particular, and Indian nationalism was stimulated. The Cripps Mission of 1942, which offered dominion status at the end of hostilities, failed (perhaps as Churchill intended) and indeed aggravated the situation. The failure to offer independence or even to accept Indians as equal partners led to the Quit India campaign being officially sanctioned by Congress and provoked the worst bloodshed, riots and attacks on Europeans and their property since 1857. Moreover this policy, by allowing for an independent Pakistan, stimulated separatism once war ended. Britain's policy of accelerated departure against a background of debts of £2730m. and higher domestic priorities produced the desperation of the Cabinet Mission and the unwise haste of Mountbatten in cobbling together a plan for partition. This all added to the confusion and mounting bloodshed. Nor was Mountbatten even-handed in his treatment of Nehru and Jinnah, and the princes were cajoled as well as flattered into acceptance. At Level 4 good answers will weigh Britain's responsibility against other agents of "disorganisation" and "bloodshed". Popular consent for British rule was withdrawn by Congress which inter alia organised mass agitation and by support groups like Muslims and landlords. An implacable popular movement seized power from Britain and Nehru must accept responsibility for overplaying his hand as must Jinnah for stony-faced recalcitrance. Given the enormity and complexity of the problem and the momentum of anxiety and excitement, some disorganisation and violence was inevitable. The best candidates might also note that although Mountbatten could have better predicted and prepared for the confusion which attended the movement each way of 7m. across the new boundary between India and Pakistan, its eleventh-hour disclosure also reduced possible sectarian violence.</p>	40

Option II - Modernisation and Conflict in China, c.1900-49

Question Number	Indicative Content	Mark
3.(a)	<p>This question invites candidates to analyse the effects of the Boxer Rebellion on China in the years before the revolution of 1911. Accounts of the poorly led rising by the Righteous and Harmonious Fists, of the Court intrigue and approval, and of the dramatic foreign reaction in Beijing will reach mid-Level 2 if there is implicit reference to consequences. For high Level 2 and Level 3 a range of "impacts" will be identified and illustrated, and the best candidates will prioritise and differentiate short- and long-terms. As the rebellion was confined to the north and was tragically vulnerable, its impact on the centre and south was limited. It was a last attempt to turn back the clock and with its failure the conservative cause collapsed. It thus highlighted the need for change, and a cowed and compromised Court accepted the necessity of reform. It led to changes in education and in the status of women and youth, to railway building, to the development of a commercial bourgeois class and to an unsuccessful attempt to suppress opium. The Qing dynasty tottered. It was a protest against the loss of Chinese sovereignty but its lack of success opened the gates to further foreign intrusion, including the massive reparations exacted in the humiliating Protocol of 1901. This in turn fuelled a xenophobia notably among the educated which underlay change in China for the next century. The best will explain the Boxer Rebellion in broader terms as a watershed where China must either reform or go under.</p>	20

Question Number	Indicative Content	Mark
3.(b)	<p>This question invites candidates to make a judgement on the factors contributing to the victory of the CCP in the civil war to 1949, with particular respect to the role of Mao. Accounts of the civil war from 1946 and biographies of Mao will reach mid-Level 2 if implicit analysis is offered. Good Level 2 and Level 3 work will relate and illustrate the leadership qualities of Mao to ultimate victory, for his personal contribution was massive. Mao created an effective Red Army and developed the techniques of guerrilla warfare. His sheer determination was evident in the Long March and in survival in the Annihilation Campaigns. Mao's courage in leading national resistance to Japan from 1937 - 45, his willingness to cooperate with the GMD and the selfless front-line resistance of the Red Army won numerous adherents. To further win the hearts of the people, Mao experimented with rural reform and with popular participation in government and strategy. He additionally showed initiative in spreading literacy and peasant cooperatives, in ending corruption and in having the military participate in food production. Yet Mao could be ruthless and his consolidation of power in the CCP in the 1942 Rectification Campaign in Yen-an is comparable in brutality to Stalin's Purges. He was a pitiless general as in starving into surrender Chongqing in Manchuria. Mao had genuine organising ability and the cult of personality arose from the ability to inspire others. The best candidates might point the irony that Mao came closer to fulfilling the Three Principles of Sun Yat-sen than the GMD and this appealed to intellectuals and liberals in the cities. His pragmatism was shown in guaranteeing landowners' rights to win over the local gentry. Level 4 answers will weigh Mao's role in the civil war against "other factors". The GMD made appalling errors and betrayed weakness in administrative inefficiency, corruption, chaotic taxation, hoarding and fostering a black market. The GMD squandered superior resources and failed to stand up to the enemy. Inflation was the single biggest reason for the failure of the GMD to retain popular support and here too unfortunate decisions, notably borrowing abroad, were responsible. To victory in the civil war Russian aid made little contribution but Mao's lieutenants Zhou Enlai, Lin Biao and other generals along with Kang Sheng's intelligence arm made important contributions.</p>	40

Question Number	Indicative Content	Mark
4.(a)	<p>This question invites candidates to analyse the career of Sun Yat-sen (1866 - 1925) who is considered as the father figure of modern China. The question lends itself to a biographical approach but description which fails to address why Sun was so highly regarded will face a ceiling of mid-Level 2. For Level 3 three achievements worthy of "respect" will be identified and illustrated and, by the best, prioritised. In 1905 Sun organised the Revolution Alliance devoted to the overthrow of the Qing dynasty, which had failed to reform China after 1900, and the establishment of a republic. Although Sun was abroad and played no part in the military events of the 1911 Revolution, his reputation saw him elected as the President of the new Chinese Republic in Nanjing. But in 1912 revolutionary forces stood down in favour of General Yuan in 1912 in recognition of the real power residing with the military. Sun did, however, create the GMD or National People's Party out of the Revolutionary Alliance to operate in the new parliamentary system. The aim was to create a modern democratic China and Sun gave it an ideology in the Three Principles of the People - nationalism, socialism and democracy. Although the GMD won 43% of the vote (269 out of 596 seats) in the 1912 elections, democracy faltered under Yuan as he tried to install himself as Emperor and Sun went into exile in the USA. The Bolsheviks sponsored Sun as a means of extending influence in China and from 1923 the Comintern agent Mikhail Borodin transformed the GMD with a powerful central committee and supplied the arms, money and advisers necessary to impose control in the chaotic warlord era. The best candidates will debate the relative importance of the achievements offered.</p>	20

Question Number	Indicative Content	Mark
4.(b)	<p>This question invites candidates to make a judgement on the work of the heir of Sun Yat-sen in achieving aims largely defined by the creator of the GMD. Descriptions of the work of Chiang cut adrift from “stated aims” will reach mid-Level 2 only. Level 3 candidates will refer to at least two of the stated aims - nationalism, democracy, socialism - although definition is liberal and other terms might be substituted. At Level 4 candidates will weigh success in achieving the several aims in order to judge “how far”, and the best will structure their answers around the key themes. In terms of Nationalism, Chiang’s achievement was the greatest for he was responsible for the formal reunification of China by defeating the warlords. A combination of CCP propaganda among the peasantry, Chiang’s new army, the NRA, and his own skills in bribing and striking deals succeeded in defeating each warlord in turn. However, Chiang then struck at his erstwhile allies in the brutal Shanghai Massacre in 1927 and this left the Communists with little alternative to an armed struggle which continued on and off until 1949, with all that implied for national unity. In the period to 1936 the most notable episodes were the encirclement campaigns and the flight of the Communist remnants on the Long March of 1934. Chiang also failed to confront the Japanese invaders of Manchuria in 1931 and concessions were forced out of the Nanjing government as Japanese power was extended over the north by 1936. There was, however, cooperation with the CCP in the Second United Front of 1936 as only Chiang could organise a national resistance to Japan. In promoting internal unity Chiang could boast the construction of 3000 miles of railway and 15,000 miles of road and the appearance of the first airlines. Foreign concessions were reduced from 33 to 13 and in 1928 China regained control of its tariffs and customs collection. In Democratic terms achievements were fewer. Chiang’s vision was urban in contrast with the more democratic and peasant vision of the CCP. Chiang was an admirer of Mussolini and his approach had much in common with European fascists. The army was the power base of the GMD regime and its officer corps were the new mandarins. In 1931 a constitution was issued providing for the separation of the powers but in reality Chiang was the dictator of a one-party state. Even if Socialism is loosely translated into “people’s livelihood” it has limited application in Chiang’s China. Chiang was a realist and a capitalist and a member of China’s moneyed class afraid of the growing power of unions and peasant organisations. The Shanghai Massacre was a victory over the left wing of the GMD as well as over the CCP and revealed Chiang as a reactionary, denounced by Stalin as the tool of Shanghai capitalism. He preferred to be in Nanjing in the heartlands where, aided by Finance Minister T V Soong, he was able to access money from the urban commercial elite, the gentry and the rich population in the countryside. He was unable to bid for peasant support without alienating the GMD elite. The “people” were restricted in enjoying their “livelihood” in a China where only ½ m. of a population of 500m. enjoyed secondary education, where constant campaigning inhibited spending on public services, especially health, and where an annual deficit was met by either borrowing or by illegal activities.</p>	40

